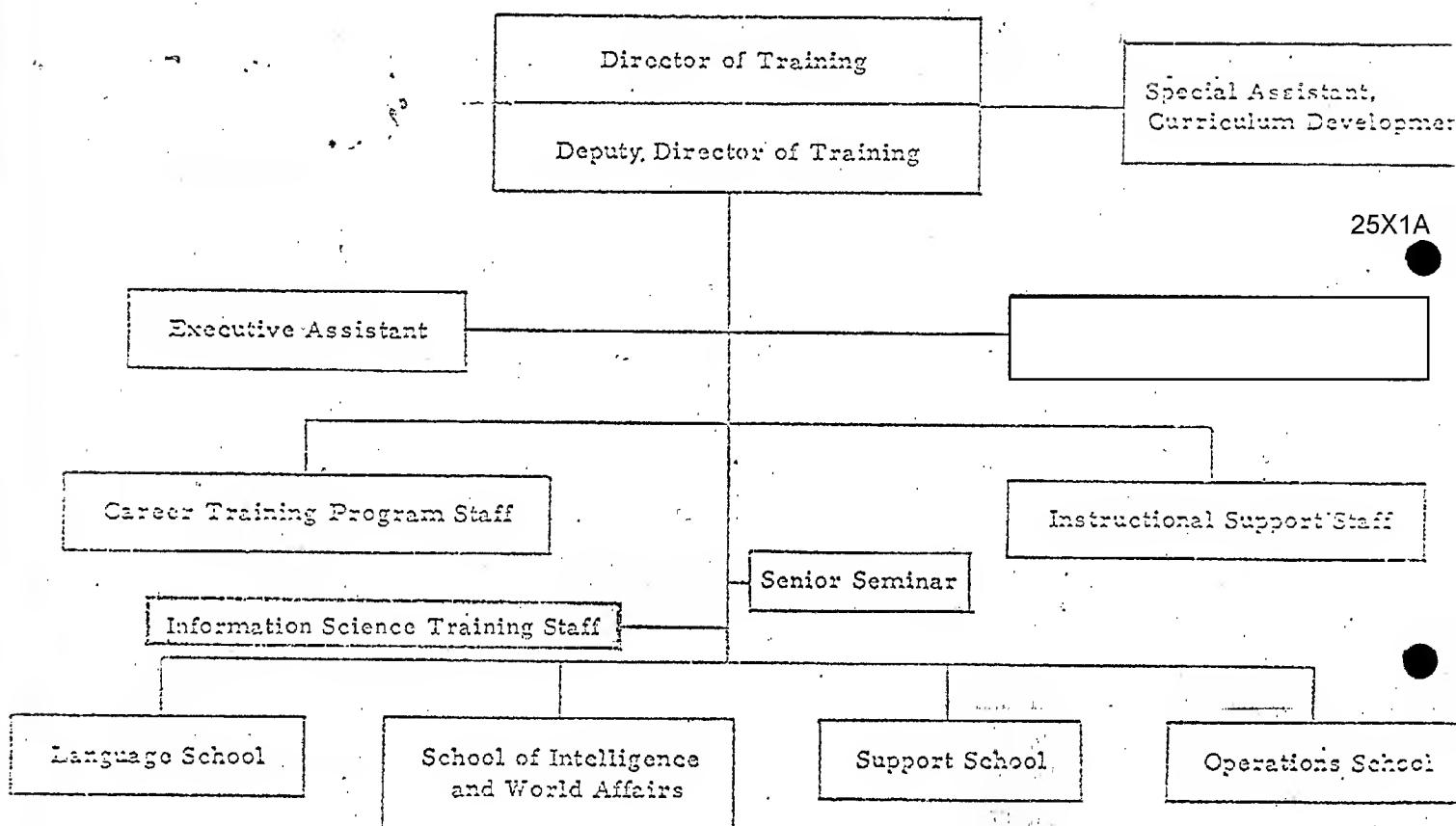


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17 January 1973

CONFIDENTIAL

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THE OFFICE OF TRAINING

DTR

DDTR

SERVICES AND  
REGISTRATION  
STAFF

CAREER  
TRAINING  
PROGRAM

PLANS AND  
DEVELOPMENT  
STAFF

SPECIAL ASST.  
FOR OPS  
TRAINING

LANGUAGE  
LEARNING  
CENTER

INTELLIGENCE  
INSTITUTE

FUNCTIONAL  
TRAINING  
DIVISION

25X1A

Exhibit 1

TOP SECRET

TOP SECRET

MEMORANDUM FOR: [REDACTED]

STAT

SUBJECT: : Letter of Understanding

1. The Office of Training has engaged you as a consultant for the purpose of revising and expanding the Agency training program for intelligence analysts. Concrete recommendations for my review should be completed by 15 April 1974. Following approval of your recommendations, you should develop course objectives, detailed course schedules, plans for specific units of instruction and identification or production of required course materials. The course or courses should be ready for a trial running by 1 September.

2. You are directly responsible to the Chief, Functional Training Division and will receive specific guidance from him. The instructional development element of the Plans and Development Staff should be used to help in the conversion of objectives into specific instructional units. Administrative support will be provided by Plans and Development Staff while you occupy offices on the 10th floor; typing support will be provided by Functional Training Division.

3. I understand that you plan to devote two working days per week to this project. This is agreeable with me. For purpose of payment, [REDACTED] of the Personnel Branch will keep track of the time you spend on this project.

STAT

4. It would probably be helpful if you take the following actions before consulting with the intelligence producing elements of the Agency.

- a. Review the course schedules and materials of the Intelligence Production Course (IPC), Intelligence Research Techniques Course (IRTC), the Intelligence Writing Techniques Course (IITC), and the Information Science Function Course.

APRIL

TOP SECRET

b. To the extent possible, monitor key portions of the above courses.

c. Talk with graduates of the above courses, particularly the JPC.

5. Memoranda announcing your involvement in preparing this program have been sent to the DD/I, DD/SAT and Deputy to the DCI for MIOS.

[Redacted]  
Alfonso Rodriguez  
Director of Training

STATINTL

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20 FEB 1974  
NTR 9664

Exhibit

MEMORANDUM FOR: Director of Central Intelligence

VIA : Deputy Director for Management and Services

FROM : Director of Training

SUBJECT : Research and Discussion Group Program of the Office of Training

REFERENCE : MFR, 24 Apr 73; subj: CIA Mngt. Com. Meeting on 18 Apr 73

1. Action Requested: This memorandum requests your approval for OTR to begin a program of research and study of intelligence and to develop a new format for exchanges with selected non-Agency experts.

2. Background: As set forth in the reference, the CIA Management Committee on 18 April 1973, urged the Office of Training to develop programs and other activities which would stimulate thinking about the intelligence process and would encourage interaction between Agency and non-Agency professionals. We are now in a position to respond to this charge, and I propose to establish within the Office of Training a center responsible for initiating and supporting such programs and activities. Specifically, I propose that OTR undertake two new programs, neither of which duplicates work being performed elsewhere in the Agency. Both programs promise substantial payoffs in the form of better insight into and understanding of the intelligence function, enhanced opportunities for the substantive development of Agency personnel, and an expanded understanding and appreciation of the Agency by outsiders through the involvement of responsible and important members of the public in the Agency's work.

The first program I propose consists of research on the intelligence process and closely related topics. Attachment A suggests the range of issues which might be addressed in this area. The goal of the research program would be to stimulate and support rigorous thinking about the

purposes and procedures of the intelligence effort. For example, as to purpose, what is the place of a secret intelligence organization in a democratic society? How can legitimate, defensible standards for security or secrecy be developed which are responsive to the needs of an open, probing political system? As to procedures, in view of changing policy imperatives, collection requirements, and budgetary constraints, can we make explicit a theory or doctrine of intelligence to serve as a context within which issues of priority and allocation may be decided. The findings from such research will be published in a variety of formats such as articles in Studies in Intelligence, research papers and monographs, or be available for other uses, such as providing material for talks by top management.

The second program I propose would consist of a series of discussion groups focused on substantive and procedural issues of long-range importance to the Agency's mission. The typical discussion group--a concept borrowed from the Council on Foreign Relations--would consist of a senior officer as chairman, an executive secretary provided by OTR, and from 12 to 20 persons who are knowledgeable and interested in the subject. Attachment B suggests the range of subjects which would be included under this general heading; some are related to the intelligence process, while others are substantive. A study group on a substantive topic would require the closest collaboration with Agency components having an interest in the particular subject.

The goal of the discussion group program would be to encourage interaction among experts in given areas of competence and to bring the best minds in the Agency together with non-Agency counterparts in discussion of issues which are seen to be of genuine importance to the Agency. Discussion groups will meet in a variety of formats and for varying lengths of time as indicated in Attachment B. For example, a discussion group on a problem such as the relationship and communication between the policymaker and the intelligence producer may require substantially more time and a different format than a group considering long-range trends in the Chinese economy. Reports on the work of the discussion groups would be prepared and disseminated to appropriate parties to carry forward the momentum of the discussion.

If you approve this approach, I would begin these two new programs on a modest scale this year. I would expect to have two or three researchers working on approved projects

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and two or three discussion groups underway by the end of the calendar year. Research personnel would be officers detailed to OTR from other Agency components, from other agencies, retired annuitants or contract personnel from non-government ranks. While engaged in their projects, researchers would be expected to contribute to the training activities of OTR. Both research and discussion group programs would be supported by personnel in OTR.

- As to the resources required, I do not anticipate a requirement for additional positions, but propose to use vacancies created through attrition. Funding of the program is estimated at approximately \$45,000 in FY 1975 which would provide the services of two contract employees and/or retired annuitants and the expenses of experts who would be invited to make inputs to the discussion groups. Given the critical importance of these programs, if additional funds from outside OTR cannot be made available, I would be willing to sacrifice activities which, although important, must be considered to be of lesser significance. I refer specifically to such activities as the field trips for courses including the Senior Seminar and the Midcareer Course, and the Interdepartmental project we are contributing to for the development of foreign language materials.

3. Staff Position:

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4. Recommendation: Given the earlier guidance from the CIA Management Committee, I recommend that you approve the approach outlined above to implement the Management Committee's charge.

(S)

Alfonso Rodriguez  
Director of Training

Atts

APPROVED: \_\_\_\_\_

DISAPPROVED: \_\_\_\_\_

Distribution:

- 0 - Adse. (Ret. to DTR)
- 1 - ER
- 1 - DCI
- 1 - DDCI
- 2 - DD/M&S
- 2 - DTR
- 2 - II/OTR

Agenda for the Research and Study Program on Intelligence

1. Intelligence Theory and Doctrine

- a. Develop a "theory of intelligence." Define what intelligence, in the context of CIA, is. Examine the relationship of the intelligence function to the policymaking/decisionmaking function.
- b. Study the implicit Agency commitment to the doctrine of "all-inclusiveness" versus selective coverage both in a geographical and functional sense. Develop and articulate an explicit intelligence doctrine consistent with new budgetary and policy (Nixon Doctrine) realities.
- c. Examine the "jig-saw puzzle" theory of intelligence collection and analysis. Study the application of marginal cost theory to collection/analysis costing.
- d. With new missions is there a changing role for the CIA? Insofar as the two are separable, to what extent is it true that intelligence is now more concerned with national growth and development than with national security? To what extent is it likely to be true in the future?
- e. Is it feasible and worthwhile to study problems of perception, misperception, and communications in the intelligence process? To study the part played by institutional roles?
- f. What are the implications of combining covert operations in one organization with the intelligence mission? What are they for combining analysis and collection? What are the pros and cons of different appointment periods for the DCI (e.g., an appointment similar to that of the Comptroller General).
- g. To what extent and in what ways should intelligence professionals take possible U.S. policy into account as they collect, analyze and estimate? What should be the purpose of intelligence--to provide a comprehensive basis, including speculative views, for top-level decisionmaking? Or, rather to provide factual information drawn from special collection sources and techniques?

h. To what extent should the CIA try to act as a counter to the estimative bias of departmental intelligence?

2. The Intelligence Process--Models and Analogies

- a. Study how large firms, banks or newspapers organize their intelligence efforts. What lessons do their experiences have for CIA?
- b. Develop a flow model of the intelligence process as a system, highlighting flow channels, input/output points, control and feedback mechanisms, and possible bottlenecks.
- c. Develop an organizational behavior model of the national security establishment and of the Agency's role within it.
- d. Study the impact of organizational structures and forms on the intelligence product.
- e. Develop post-mortem case studies of offices, estimates, incidents as examples of the functioning or malfunctioning of the intelligence process (e.g., a look at the Office of National Estimates as a case study on the impact of form and culture upon outcome).

3. The C. I. A. and American Society

- a. As an American Intelligence Service what obligations does the CIA have to inform the public of its activities?
- b. What should be the CIA's posture toward the press? What has CIA's experience with the press been? Is it possible to define a press policy for the CIA?
- c. How can the Agency develop reasonable and defensible standards of secrecy as well as strict internal means of monitoring observance?

4. The Policymakers

- a. Who are the policymaking consumers of CIA products?
- b. Develop a typology of the top level policymaker. Does professional training and/or education make a difference to the way in which the intelligence product is viewed or used?

- c. Study the top level policymaker as collector and/or analyst of intelligence (e.g., Secretary Kissinger's perceptions of world leaders with whom he has dealt).
- 5. Negotiations in the Intelligence Process
  - a. Study the intelligence product as a compromise statement.
  - b. Study the problem of judgment by committee/consensus--what gets lost in the process (compare to the filtering problem in risk analysis).
  - c. Examine problems of dissent in the analysis and production of intelligence. To what extent is dissent permissible and useful?
  - d. Explore inter-personal factors, such as dominance and aggressiveness, and their impact upon substantive outcomes in producing finished intelligence.
- 6. Control Systems in Intelligence
  - a. Identify the various control systems in the intelligence process. How are command channels used? How are staff channels used?
  - b. Study the necessity and value of requirements in general. Compare the effectiveness of different requirement systems for various collection modes.
  - c. Is there an alternative to requirements, particularly in the HUMINT field?
  - d. Develop a behavioral model of the principal requirements systems. Who issues requirements, how, and why?
- 7. An Ecological Model of the CIA
  - a. Study the culture of the CIA and the sub-cultures of the directorates; examine self-stereotyping and cross-directorate stereotyping within the CIA.
  - b. Examine the incentive and reward systems within each directorate.

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- c. Inquire into how success is defined and measured in carrying out various assignments. What implications, if any, might this have for the "one Agency" concept?

8. Miscellaneous

- a. Would it be possible to develop cost/benefit measures on various aspects of security? Is compartmentation excessive? Do current security practices facilitate or unnecessarily hinder the performance of tasks?
- b. What are the good and bad points of disseminating unevaluated information?
- c. Study the intercultural aspects of intelligence collection, analysis, and end use (as in [redacted] study on Viet Nam policy in Studies in Intelligence). STATINTL
- d. Study the knowing use of the intelligence channel.
- e. Who else is "studying intelligence?" What are their findings?

Attachment B

Agenda for Discussion Groups

1. Topics Related to the Intelligence Process

- a. W.E. Colby has said it is the Community's duty to prepare balanced intelligence judgments within the framework of policy options under consideration. How can we assure that policy options under consideration are communicated to intelligence producers on a timely and comprehensive basis?
- b. In the crisis case studies by [redacted] both STAT writers referred to a "perspective gap" between policy-makers and intelligence producers. They argued that the gap resulted, at least in part, from the overly narrow focus of intelligence producers upon current intelligence on a country or regional basis while top policy-makers, in all three crises, were concerned about much broader questions of major power confrontation, problems of precedent, alliance politics. Discussion groups could focus on a number of aspects of this issue, such as:
  - (1) Does such a gap exist;
  - (2) Assuming that such a gap does exist, is it an entirely negative situation or are there positive values to having such a distance between intelligence producers and top policymakers;
  - (3) Assuming that the gap exists and has no redeeming virtues, how can it be mitigated or eliminated?
- c. What are the opportunities and problems in forming inter-Agency task forces during crisis situations? STAT

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2. Topics Related to Substantive Issues of Intelligence Concern

- a. Prospects for long-run stability in the Balkans.
  - \*b. The implications for Latin America and for U.S. policy of the emergence of Brazil as a major power.
  - \*c. Black vs. white Africa--an emerging crisis or not? Implications for U.S. policy.
  - \*d. Willy Brandt--the first five years as Chancellor and likely future directions.
  - e. The younger Soviet leadership--who will be whom in 1980?
  - \*f. Long-range trends in Chinese economic development.
  - g. The role of legal Communist parties in coalition governments.
  - \*h. The problem of power correlation--the relationships among economic, political and military power.
  - i. Recent moves toward autarky and increased bi-lateralism among the developed countries--implications for U.S. policy.
  - j. The dependence of the developed countries upon LDCs for raw materials.
  - \*k. The problems posed by proliferating sources of fissionable material and the technological capability to produce nuclear weapons (see New Yorker series on Theodore Taylor).
  - l. The long-range implications for world monetary liquidity and stability of massive foreign reserve holdings of OAPEC countries.
  - m. Prospects for Western European-Japanese economic cooperation.
  - n. The role of international labor in the international economy.
- \* Those topics marked with an asterisk may be suitable for an intensive two or three day retreat session, perhaps [redacted]. The other could be handled more effectively in a format permitting longer thought and reaction.

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<u>TASKS</u>	<u>SUMMARY OF ACTIONS TAKEN</u>	<u>CURRENT STATUS</u>
2. <u>The Scholars Program</u>  "...that outside scholars be invited to address larger audiences...in the auditorium."	1. 19 June 1973 - Memo from C/Senior Seminar to D/TR outlined Scholars Program proposal. <u>Exhibit F.</u>  2. 9 October 1973 - "Eminent Speakers Program" initiated.	Prof. Zbigniew Brzezinski "U.S.-Soviet Relations" 9 October 1973  Prof. Lincoln Bloomfield "Crisis Management in International Affairs" 13 November 1973  The Hon. Ellsworth Bunker "Vietnam in Retrospect" 11 December 1973  Peter Peterson "New Economic Dimensions" 8 January 1974  Dr. Wehrner Von Braun "The Future of Space Exploration and the Use of Space Technology" 12 February 1974  Prof. Allan Bromley "New Frontiers of Physical Science" 12 March 1974  Prof. James Thomson "Government and the Media" 9 April 1974

OTR-OSPF

19 June 1973

MEMORANDUM FOR: Director of Training  
SUBJECT : "Scholars Program"

1. Based on the Director's remarks of 18 April that outside scholars should be invited to address larger audiences in the Auditorium, you asked me to prepare a paper identifying the goals and a modus operandi for OTR to implement the program.

2. Goals: In the broadest sense the DCI identified the purpose of the program as a way of providing intellectual stimulation to Agency employees and putting them in touch with thinking going on outside the Agency. Presentations to larger audiences in the Auditorium are but one means of achieving this goal. I believe we can, nevertheless, set out criteria for selecting those topics and speakers most suitable for Auditorium programs, as compared with guest speaker presentations to smaller groups and to regular training courses.

a. The subject matter to be covered should have a significant bearing on work performed by, or have a prospective vital interest to, the Agency, the Intelligence Community, or high-level intelligence customers;

b. The subject matter should affect or be of concern to a cross-section of Agency personnel or to different Agency components in order to warrant inviting a large audience; and

c. The person (or group) making the presentation should ordinarily be well-known, but in all instances should be genuinely knowledgeable about the subject matter and effective in communicating with a large audience representing disparate backgrounds.

- 2 -

3. Modus Operandi: As this would be the first regular Auditorium series conducted by OTR, I think we should regard our modus operandi as flexible and subject to modification as additional experience is gained. In order to organize a program of high quality, I suggest that we plan an initial presentation for September to be followed by one each month through June 1974. We would then stand down over the two summer months in 1974.

4. I believe there are advantages in setting a regular date and time. The second Tuesday of each month would be a good choice (these Tuesdays are both holiday-free and not close to holidays). I propose a starting time of 1600 with a finish around 1800 but no later than 1900. Details of parking and maintaining dinner schedules fit this timing nicely and it would represent a division of attendees' time between regular duty hours and non-duty hours. As to selection of attendees, I would recommend we start out by extending an open invitation within CIA through posters and employee notices which receive wide circulation. (Should experience or judgment indicate problems about attendance, we would shift to the issuance of tickets through Agency training officers). Up to 100 officers from other intelligence agencies would be invited through the Intelligence Community Staff and a section of the Auditorium would be reserved for these invitees.

5. It is likely that there will be instances in which attendees might profit from a limited amount of advance reading. They could be informed of this on the posters and in the notices. For those whose appetites are whetted by the subject matter, short reading lists would be distributed. I also believe that the presentations should be routinely recorded on black-and-white videotape, but not in color nor on film.

6. As to the management of the program, it would be entirely logical for the Program Officer of SIWA to assume the major responsibility of "executive producer." I think he would need help in selecting speakers, developing the program content and in executing the arrangements. With regard to fees, I think we could establish an honorarium of \$500 plus the cost of round-trip air coach fare, with increases in special cases with your approval.

- 3 -

7. In the attachment there is listed a number of prospective speakers and topics under five different subject matter categories. Based on our present knowledge, I would judge that some of these prospective speakers and their topics would qualify, but others would have to be looked into further. In order to provide subjects of interest to a large number of Agency employees, I don't think that all the 1973-74 presentations should be drawn from a single series, but rather a few should be selected from each series somewhat like picking dishes from several columns of a Chinese menu. Given the interest of top management in the program, it would seem also logical to get their reactions to specific topics and speakers before starting the program.



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Chief, Senior Seminar

Att

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TASKS

3. The Consultants Program

"...find ways to expose Agency officers to the views of outside scholars and learn from their criticisms."

"...best brains be brought to bear on intelligence problems."

"...a mixture of senior Agency officers and outside scholars and professionals to help us structure a training program and overcome past tendencies to teach collection, analysis, and production separately."

"...vehicles for self-criticism within the Agency."

SUMMARY OF ACTIONS TAKEN

14 June 1973 - Memo from DTR to DIMGS outlining a plan for the establishment of a Board of Visitors and a Board of Overseers.  
Exhibit G

20 November 1973 - Board of Visitors concept approved by the Management Committee

17 January 1974 - Draft letter to prospective members of the Board of Visitors forwarded to DD/MGS.  
Exhibit H

CURRENT STATUS

Briefings on OTR mission and function being prepared.

Exhibit I

Attempts to schedule meetings for the Board of Overseers, (ADD's from each Directorate with IG as chairman) have been unsuccessful due to heavy schedule of Board members.

CR 73-3375

14 JUN 1973 DTR-9291

Exhibit G

MEMORANDUM FOR: Deputy Director for Management and Services

SUBJECT : CIA Boards: Visitors and Overseers

1. This memorandum outlines a plan for the establishment of a CIA Board of Visitors and a CIA Board of Overseers, each tasked separately, to provide counsel and direction to the Director of Training in his development and execution of the Agency's training programs. The memorandum also has an attachment listing suggested members for appointment to the Board of Visitors.

2. The two bodies by their very make-up will serve two different purposes. The Board of Visitors, composed of broadly experienced leaders from outside CIA, would be expected to provide a critical overview of the relevance and quality of CIA's training programs and to bring into focus those external forces that impact on CIA and the preparation of its professionals to meet the changing requirements and challenges confronting the Agency. Members would also be expected to identify new trends, developments, and proven techniques in the private sector that may have applicability to the development of our officers in CIA. In essence, we would look to the Board to introduce in its recommendations, far-reaching changes in the kinds of training and the way training can be conducted effectively, to show OTR how to remain in the forward circle among its counterparts.

The Board of Overseers, all senior officials, would be concerned primarily with internal aspects of Agency training, surfacing requirements in which OTR could assist, through its instructional expertise and knowledge of external training resources, in providing solutions to specific requirements and management of training programs. The Board would in effect be Training's "eyes and ears" at top-management level and would be responsible for the follow-up to proposals submitted to the Director by the Board of Visitors. It would also assist in developing training doctrine to be reflected in programs conducted and sponsored by OTR and would work in consultation with the DTR to determine the effectiveness of Agency training.

### 3. The Operating Plan

#### A. Board of Visitors

##### (1) Membership

Six persons: representatives of business, labor, and education, and other public or private citizens. Initially two members will represent universities; two from industry; one journalist; and one official from another Federal Agency. The Chairman will serve a term of two years and may be reappointed at the recommendation of the Board membership, with approval of the DCI.

##### (2) Meetings

No more than three a year unless determined differently by the Chairman, in consultation with the DCI. All meetings to be held in a CIA facility.

##### (3) Term

Six years; no longer. Initially, two members will hold office for two years (one from academia and one from industry); the second two members to leave the Board at the expiration of the fourth year; and the remaining two members to leave the Board at expiration of the sixth year.

If vacancies happen by resignation or otherwise after the original membership is determined, the Chairman, with the approval of the DCI, will appoint a new member to fill the term left vacant and who, after completing the term, may be reappointed for a period not to exceed a total of six years.

At no time will there be more than two representatives from a single category of occupations.

##### Fees

All members will be paid a prescribed fee for each day of consultation as members of the Board, except in the case of a Federal employee who will be considered a Government employee on the day (s) he attends meetings. OTR will provide funds. Travel cost and other costs associated with conduct of meetings will also be funded by OTR.

(4) Secretariat

OTR will provide secretarial assistance to the Board. Minutes of all meetings will include the agenda, persons present, subjects discussed, decisions made, and will be signed by the Chairman and sent to the DCI.

(5) Agency participation

Two top-level Agency officers will attend meetings (one from OTR) of the Board to provide information to assist Board members in their determinations.

B. Board of Overseers

(1) Membership

Six members, to include the Associate Directors in each of the Directorates. The Chairman will be the Inspector General and the Director of Personnel will serve as an ex-officio member.

(2) Meetings

No more than four a year except at the call of the Chairman.

(3) Term

Two years, open to reappointment by the DCI. If for any reason an Associate Director is unable to serve on the Board, the Chairman will recommend a replacement, for the DCI's approval.

(4) Fees

Travel, per diem, and other costs that may accrue from serving on the Board will be funded by OTR.

(5) Secretariat

OTR will provide the required secretarial assistance. Minutes of all meetings will include the agenda, persons present, subjects discussed, and conclusion drawn, and will be signed by the Chairman and sent to the DCI and the DD/MGS.

4. The new CIA Board of Overseers with Associate Directors as members would cancel the existing Board of Visitors. Essentially, however, the Board of Overseers will be doing much of the work of its predecessor Board and OTR's position will be much the same. Elevating the Board will put it in direct line with the membership we expect will evolve with the Board of Visitors.

5. If you agree with what has been proposed here for the two Boards, I will prepare the necessary correspondence for Mr. Colby to his Deputy Directors. I suggest, however, that the subject be discussed at one of the CIA Management Committee's meetings and will be pleased to prepare any further information you may need for the meeting.

[Redacted] STATINTL

*Afonso Rodriguez*  
Director of Training

Att

APPROVED:

/s/ Carl E. Duckett

20 Nov 73

Date

The DDM&S will review recommended appointees and clear same with the Director via the Secretary, CIA Management Committee.

DD/M&S Distribution:

Orig - S/CIA MC for return to DTR  
1 - DD/M&S Subj  
1 - DTR  
1 - ES  
1 - S/CIA MC w/Orig approval

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DRAFT

17 January 1974

LETTER FOR: Prospective Members of the Board of Visitors

Dear Mr.:

The Director of Central Intelligence has decided to establish a Board of Visitors to provide counsel and direction in the evaluation and execution of the Agency's training programs. I would like to propose your name as a Board member for the Director's consideration.

We anticipate that the Board of Visitors will provide valuable independent opinions about the relevance and quality of our training programs and how well they prepare our professionals to meet the requirements and challenges of a rapidly changing world.

We would also expect that the Board would assist us in identifying new developments and techniques in the business and academic worlds that may contribute to the education of our officers.

The Board probably will meet no more than two times a year for one to three days each time. Its members, of course, must receive the same special security clearances as regular employees of the Agency. Each Board member will be employed by the Agency as a consultant and be entitled to a consultant's standard fee and reimbursement for expenses.

Your participation as a member of the Board of Visitors would undoubtedly benefit our training programs. We would very much appreciate your favorable consideration. Our Director of Training, Mr. Alfonso Rodriguez, Area Code [redacted] is available to brief you in more detail in your office, or here, if you plan to be in the Washington area during January or February.

HAROLD L. BROWNMAN

Deputy Director

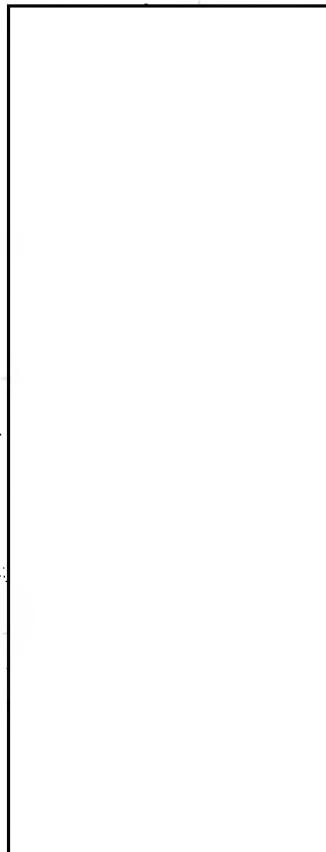
for

Management and Services

Board of Overseers BriefingDay 1

Briefing objectives (10 minutes)  
Agency training facilities and space  
(20 minutes)  
OTR-Orientation programs (30 minutes)

Rodriguez

Day 2

OTR-Language programs (30 minutes)  
OTR-Functional training (30 minutes)

Day 3

OTR-Operations training (30 minutes)  
External training (30 minutes)

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Day 4

Special training programs (30 minutes)  
Career Training Program (30 minutes)

Day 5

Component training (15 minutes)  
Language testing, film-TV production  
etc. (15 minutes)  
Funds expended in Agency training  
(30 minutes)

Day 6

General discussion and concluding  
remarks (60 minutes)

Rodriguez &amp;

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<u>TASKS</u>	<u>SUMMARY OF ACTIONS TAKEN</u>	<u>CURRENT STATUS</u>
4. <u>The Seminar Program</u>  "...continuation of the Country Seminars..."	22 June 1973 - Memo to DTR. Suggestions for an area approach to training. <u>Exhibit K.</u>	Area training offered by OTR:  China Familiarization Latin American Area Seminar USSR Country Survey (on request)

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22 June 1973

MEMORANDUM FOR: Director of Training  
SUBJECT : Suggestions for an Area Approach  
to Training

1. There are various ways in which the Office of Training could get on with the directive from the DCI to prepare Agency personnel to meet the challenges of the present and the future. One would be to use the "area approach" to provide a broader perspective on key areas of the world and a keener awareness of the implications which developments in those areas will have for US policy makers. While the "area approach" does not preclude other methods, it does have certain advantages which would be lacking in a single country-by-country approach. In the present world of almost instant communications there are few, if any, countries which are still islands to themselves. Increasingly, events in one country are influencing and provoking reactions in its neighbors which may set off totally unexpected developments elsewhere. Furthermore, the growing tendency of countries in an area to join together in pursuit of common goals—witness the Arab and the Latin American states to say nothing of the European Common Market—indicates that for analysis to be meaningful an "area approach" is often essential. Finally, an "area approach" would not preclude concentration upon a key country in an area but would enable analysts to focus upon such a country's role in the area and the implications for the area and for the US.

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reading materials could be assigned for reading and discussion, and a report could be required to focus attention on a particular problem. One result of bringing together Agency personnel from various offices would be a sharing of experiences and views that often simply doesn't occur in the normal course of events.

c. For less-experienced personnel, including transferees from other areas, a lecture and reading course could be set up, with agency and non-agency speakers. The chairman of such a course would have the basic responsibility of organizing the course, securing speakers and reading materials, and conducting discussion of the readings. When indicated, a paper or oral report could be required. Such a course could be made available as needed and successful completion of it made one of the requirements for admission to a subsequent running of the kind of seminar outlined above.

3. Similarly, an "area approach" could be used when developments in an area or the prospect of such developments appears likely to raise problems for US policy makers. For example, all or any of the programs discussed in Paragraph 2 could be used by the Office of Training in responding to the problems raised by the Arab states curtailing crude oil exports to the US and Western Europe. Such an approach could also be used when the intensification of activities by a major power or bloc of area powers posed a threat to US security interests. Finally, the "area approach" could be used to develop needed expertise and sharing of agency resources on areas where the seminar and lecture/reading course are

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indicated, without employing the special program type of response indicated in 2. a. outlined above.

4. The Office of Training could also play a useful role in maintaining and expanding the capabilities of Agency personnel by supporting publications similar to Latin America, formerly issued under the aegis of the WH Division of the D/O (1970-71). This publication provided a vehicle for bringing to the attention of WH and other Agency personnel a number of useful articles on the Latin American area which they would normally not have read. Unfortunately, this publication, which included provocative and informative material, has not been produced since 1971, when its originator was assigned overseas. This is the sort of thing OTR could do on a continuing basis for WH and other D/O area divisions.

5. If the Office of Training creates an Institute for Intelligence Studies this entity would be the appropriate one to maintain supervision over an "area approach" to the challenges the Agency is facing and will be confronted by in the future. The area specialists in the Intelligence School and other parts of the Office of Training would work closely with such an Institute but the over-all direction and coordination of an "area approach" should be maintained by the Institute. Specialists from other parts of the Agency could be utilized on assignment or temporary loan to the Institute to provide the depth of knowledge of the area required to carry out the programs outlined in Paragraph 2 - 5. Outside specialists also could be brought in by the Institute as needed.

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TASKS

5. Training Materials Program

"...reading lists be developed..."

"...continuation of case studies as training vehicles."

SUMMARY OF ACTION TAKEN

29 June 1973 - An inventory of case studies and potential case study topics forwarded to DTR. Exhibit L

29 June 1973 - A proposal to DTR covering preparation of bibliographies and the use of bibliographies in OTR courses. Exhibit M

CURRENT STATUS

Suitable case studies are adapted for OTR courses on a continuary basis.

e.g. - 1. India Pakistan case study in AIS or Senior Seminar.

2. Personnel Management case study in the Senior Seminar.

Attempting to lure additional faculty competence for case study development.

29 June 1973

MEMORANDUM FOR: Director of Training  
SUBJECT : OTR Training Materials Program--Part 2,  
Case Studies  
REFERENCE : OTR Task List, 14 May 1973, Task 5

1. The OTR Training Materials Program consists of the preparation of bibliographies and of case studies. This memo deals only with case studies, including the [redacted] Report and the Soviet defense expenditure assessment which are also listed in Task 5.

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2. We recommend the following approach to the selection, preparation, and use of case studies in OTR courses:

a. Responsibility should rest with the School Chief.

b. Communication among schools on the availability of new case studies should be through the weekly reports to the DTR and the OTR staff meeting.

3. The introduction of new or revised case studies into OTR courses should be based on the following planning and development procedures:

a. Each course should be reviewed by the course chairman and school chief to determine which teaching/learning methods are best to achieve the objectives of each unit of the course. It is important that objectives be clearly stated for the course unit which will use a case study.

b. If the decision is made that a specific course unit is taught/learned best through the case study method, the course chairmen and school chief should then determine:

(1) the type of case study, such as verbally presented, condensed version, detailed cable file;

(2) the general subject/area content of the case study; and

(3) the learning method to be employed with this case study, such as writing of staff paper, memo, or finished intelligence report; discussion or problem solving by committee; role playing; or live problem.

c. In preparation for this work, at least one OTR faculty member should take a course similar to that offered at Harvard in the development and use of case studies. All who work on case studies should make full use of available literature on case studies. A qualified consultant could be brought in to assist in the preparation and use of case studies.

d. When feasible, written case studies should be prepared jointly by OTR faculty members and appropriate non-OTR personnel whose responsibility includes the area/subject dealt with in the case studies. However, many of the studies will have to be prepared entirely by OTR faculty members.

e. Potential topics for case studies may be obtained from the following sources:

(1) Lists of existing case studies, some of which are shown in Attachment 1.

(2) Verbal case studies given by guest lecturers in OTR courses. In many of our courses lecturers are asked to illustrate their general statements by giving specific examples, some of which might be selected as case studies for our courses.

(3) Verbal or written case studies provided by students. In the Senior Seminar, Advanced Intelligence Seminar, and Intelligence Production Course students report verbally on their work; frequently these reports consist of case studies of successful or unsuccessful performance. In the Fundamentals of Supervision and Management course, each student writes up a problem case; the best of these cases

is discussed in class. Experienced students in courses such as the Advanced Operations Course could be asked to write summaries of selected cases with which they are familiar.

(4) Offices outside of OTR can be asked to suggest case studies which would help students achieve the objectives of a course unit.

f. When appropriate there should be coordination, usually informal, with non-OTR offices, at all stages in the production of case studies.

g. When necessary finished case studies should be tried out experimentally with a small group before they are produced in large numbers of copies and are used in courses.

4. Schools should recognize some of the distinctive problems we have encountered to date in the production and use of case studies so as to make best use of scarce manpower and to maximize the achievement of course objectives. These problems include the following:

a. Preparation of the normal written case study requires a large investment of faculty man-hours for selection of the case, obtaining documentation, selecting and modifying documentation, and testing the case before use in a course. However, case studies do not need to be lengthy; for example, our Management Course uses "one-liner" case studies.

b. Generally, one instructor prepares a case study, and therefore has the greatest knowledge of and interest in it. When this instructor leaves the school, the case study generally is abandoned within a relatively short time. Instructors who were not involved in the preparation of the case study usually prefer to use other methods of instruction to achieve the course unit objective.

c. One potential danger of case studies is that, because of the large man-hour investment involved in their preparation, a case study may continue to be used although its teaching points are not relevant to the present and future activities of the Agency. For example, some Agency successes (as logistical supply to

troops in Laos) and failures (the Bay of Pigs) may have no applicability to present and future Agency activities. As Mr. Colby pointed out in 30 May, changes in Agency theory and practice are being made at an unusually rapid rate at present because of rapid changes in the world picture. This suggests that some case studies now in use may already be outdated.

d. When the objective of a course unit is to develop an appreciation, to provide an experience which simulates real life, or to solve problems for which there is no correct answer, it is difficult or impossible to measure whether students have achieved the objectives, regardless of the teaching/learning method used. Therefore, it may be impossible to decide objectively whether the case study is a better or worse method for teaching/learning a specific course unit than other methods. Yet such judgments must be made in the interest of maximizing achievement of course objectives and making the best use of faculty and student man-hours.

e. Many recent cases, which would be of particular value for illustrating current and future Agency work, are highly sensitive and difficult to obtain. We will have to develop means to secure the release of information on recent cases which have been selected for development into case studies.

5. Schools should also recognize some of the benefits of case studies:

a. They can provide a simulation of a real-life situation which the student may encounter or has encountered on this job. He can then discuss with his class members ways of handling such a situation, or can attempt to apply principles, methods, and procedures to meeting the situation.

b. They help students learn basic principles from successes and failures, and illustrate principles by providing concrete examples. They can also be used to encourage fresh thinking by the students which may result in development of new principles.

c. They encourage intensive student participation in the learning process, as contrasted with some other teaching/learning methods in which the student is passive (such as the lecture, unless the student asks questions or is asked questions by the lecturer).

6. The availability and use of existing and future case studies might be improved by the following measures:

a. Schools which have extensive files of case studies can prepare for each case study a short precis which could include the following: specific objectives which the case study will help students to achieve; brief summary of case content; suggestions on ways in which the case can be used in the class. Some of our older case studies are not now used, even as background material for the preparation or revision of lectures, because most case studies lack such a summary sheet.

b. Maintaining current lists of available case studies.

c. Briefing all new faculty members on the availability of case studies.

Submitted by the  
Training Materials Committee:

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MEMORANDUM TO: Director of Training  
SUBJECT : OTR Training Materials Program -- Part 1,  
             Bibliographies  
REFERENCE : OTR Task List, 14 May 1973, Task 5.

1. The OTR Training Materials Program consists of preparation of bibliographies for use by individuals throughout the Agency, and of case studies for use in OTR courses. This memo deals only with bibliographies.

2. We recommend the following approach to the preparation of bibliographies in OTR:

a. The Special Assistant for Curriculum Development should be designated the OTR Bibliography Coordinator, and a Bibliography Coordinator should be appointed in each OTR School. These coordinators should constitute the OTR Bibliography Committee.

b. The Bibliography Committee should be responsible for:

(1) selecting topics on which bibliographies should be produced for publication by OTR and determining which schools should produce them;

(2) establishing guidelines for the production of the bibliographies, including standards for citation of books, articles, and pamphlets; and

(3) establishing guidelines for the publication and distribution of the bibliographies.

3. Following are some guidelines for the selection and production of bibliographies:

a. In our first year's effort of producing annotated bibliographies for use in CIA we should focus on a few highly selected bibliographies which are also of value to our courses. The attached list of bibliography topics shows by asterisk those topics which our Training Materials Committee feels would be of interest to a significant number of CIA personnel and which should be included in this year's initial production of Bibliographies.

b. School chiefs should designate the faculty members who will produce the bibliographies which are selected by the Bibliography Committee.

c. The items included in bibliographies should be carefully selected and should be limited in number.

d. All items included in bibliographies should be annotated so as to inform the user of the content of the item and its relative value.

e. Bibliographies may include both classified and unclassified items.

f. Items in bibliographies should normally have been produced within the last several years, except where older information still has value.

g. To make it easier for Agency personnel to obtain copies of books, documents, and articles listed in our bibliographies, a statement should be included with each item on where in CIA a copy of the item can be obtained.

h. Bibliographies should be coordinated, as appropriate, with offices outside OTR.

i. The OTR Visual Aids Branch should produce an appropriate standard cover for OTR bibliographies.

j. The standard cover for bibliographies should have printed on it an OTR bibliography number (such as OTR Bibliography 12-73), producing School, date, and title (such as: Role of the National Security Council and its Staff).

k. Bibliographies should be typed on the Savin magnetic tape typewriter system. The cassettes produced can be used for rapid updating of bibliographies with a minimum of retying.

l. A special OTR Notice should be disseminated in the Agency, publicizing the availability of the bibliographies, listing their titles, and giving a phone number where copies of the bibliographies can be ordered.

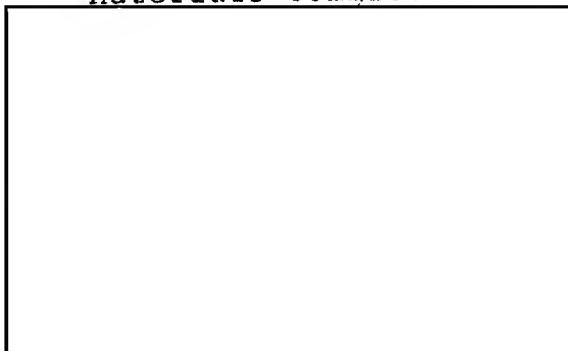
4. To improve the currency and comprehensiveness of future bibliographies the Bibliography Committee should consider setting up procedures for the following:

a. Obtaining and circulating comments on each new book received in OTR, as well as of all major articles on intelligence-related topics. Such a procedure would publicize worthwhile sources throughout OTR without the necessity of each faculty member having to order his own copy of the source.

b. Obtaining and circulating in OTR bibliographies on intelligence-related topics from non-OTR sources within and outside CIA such as the Defense Intelligence School, National War College, ICAF, and Foreign Service Institute. Arrangements should also be made for the periodic exploitation of bibliographies in such sources as Readers' Guide to Periodical Literature, and the International Index.

Submitted by The Training  
Materials Committee:

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ADMINISTRATIVE - INTERNAL USE ONLY

TASKS

6. Language Development: Sanctions

"...establishment of sanctions which would provide incentives to the Language Development..."

SUMMARY OF ACTIONS

20 June 1973 - Memo from DTR to Management Committee recommend Language Development Committee review progress and report on the application of sanctions 15 December 1973. Exhibit N

17 January 1974 - Memo from DTR to DCI reporting views of the Language Development Committee concerning use of sanctions. Exhibit O.

7. Management Training

"...continue to examine the need for management training..."

28 June 1973 - Memorandum to DTR outlining prospective management training program and making specific recommendations for training planning and development. Exhibit P

CURRENT STATUS

Language sanctions applied to incoming personnel has been suggested to the Management Committee.

Consulting MBO services provided to CRS: planning, training for, and installing MBO system.

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20 June 1973

MEMORANDUM FOR: CIA Management Committee

SUBJECT : Use of Sanctions for Language Development

1. The Language Development Committee (LDC) has studied the possibility of stimulating language development in the Agency through the use of sanctions, i.e., requiring employees to attain a specified level of proficiency in a foreign language before being promoted to a stipulated grade. The Department of State introduced such a program in 1963 and reports that it has been effective in increasing the number of language assets in the Foreign Service. Yet, the recently published GAO Report indicates that there has been no significant improvement in filling language-essential positions with language-qualified personnel at State. In other words, even though the absolute number of language speakers increased, language sanctions did not succeed in increasing the number of qualified personnel in language-essential positions. This is, however, more a critique of management than a failure of the sanctions program.

2. Although the LDC has in the past been more favorably disposed to the use of language program sanctions, the members now feel that sanctions should not be adopted by the Agency at this time. With the publication of a revised regulation [redacted], the LDC has abandoned the requirements approach to language development in favor of a system of language goals. We are only now receiving the Agency's proposed language goals and are not yet in a position to evaluate the effect this approach will have on the Language Development Program (LDP).

STATINTL  
3. The Annual Language Development Program report to the Director is due at the close of FY 73. It will be a significant report -- reflecting the greatest loss in language skills at any time in the Agency's history. This event converges with two other developments:

a. The receipt of the Directorates' new language positions requirements reflecting goals rather than hard "must-be-filled" positions with appropriately qualified linguists. (The annual post-audit will tell top management how well goals are being met.)

ADMINISTRATIVE - INTERNAL USE ONLY

## SUBJECT: Use of Sanctions for Language Development

b. The LDC program to permit delinquent personnel only 90 days to be tested or to disclaim the 1,000 plus untested skills claims. This will at last give us a definitive tested data base.

4. For these reasons the position of the Directorate representatives to the LDC and the Chief of the Language School against sanctions at this time is a persuasive argument. The LDC membership feel that officers should be given an opportunity at the beginning of a career to develop a language skill in line with Agency needs. In addition it is the LDC view that language competence should continue to be a major consideration in the deliberation of career management boards and that the revised language regulation abandoning the requirements approach in favor of a system of language goals should be given a longer trial period. The spirit of the revised regulation, which consciously moves away from "punitive" measures against Directorates for failure to properly fill language positions should not be replaced by potentially "punitive" action against the individual officer.

5. As Chairman of the LDC I accept the collective wisdom of the Committee but do not fully share it. I am less sanguine of the anticipated results of our collective good will and voluntary efforts. I base my views on watching this program for six years. Not even mentioned in any depth in the LDC deliberations has been the question of how we would identify those on whom we would apply sanctions and the system of surveillance and reporting. Doing this will not be easy and may, in fact, be the major stumbling block; yet, this is something I would not mind tackling.

6. In sum, I recommend this matter not be laid to rest and that the LDC review our progress during the remainder of this year and report again specifically on the application of sanctions by 15 December 1973.

Alfonso Rodriguez  
Chairman  
Language Development Committee

## Distribution:

O & 1 - Addressee  
1 - LDC  
2 - DTR

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DIR-9484

17 JUL 1974

Exhibit C

MEMORANDUM FOR: Director of Central Intelligence  
SUBJECT : Use of Sanctions for Language Development  
REFERENCES : (a) FY 1973 Annual Report of the  
Language Development Committee  
(b) Memorandum to CIA Management  
Committee from Chairman, Language  
Development Committee dtd 20 Jun 73

1. As promised in Reference (a), I am reporting the present view of the Language Development Committee concerning the use of sanctions as a means of increasing the foreign language inventory in the Agency.

2. The Committee met on 26 November 1973 and concluded that sanctions would not be an effective instrument for achieving this objective and, therefore, should not be implemented at the present time.

3. Reasons for this view are basically the same as stated in Reference (b), viz., a program designed to promote language development should be positive in nature, within the spirit of the recently revised [redacted] rather than punitive against either an officer or his directorate. STATINTL The Agency has now established a language goals program linking language competence more closely to specific positions. We believe this program, given strong managerial support, is likely to be more effective than the now abandoned approach of relying on general language requirements.

4. Furthermore, Reference (a) indicates the Agency's present language inventory is generally satisfactory except of course for the critical languages. We believe that sanctions would not achieve increased skills in the individual critical languages. We are influenced in this judgment by the experience of the Foreign Service. It has been applying

MINISTINTL  
sanctions successfully to increase the overall number of language skills among Foreign Service Officers, but it has either not succeeded in developing the skills in short supply or has trained the wrong people. Whatever the cause, the GAO reported in its survey of 22 January 1973 that the Department had fewer linguists abroad than was true in 1963.

5. At the Management Committee Meeting on 14 January 1974, I suggested that the Committee may wish to consider as a form of sanction a requirement that each officer achieve within five years of his entrance on duty an intermediate level (3) skill in one foreign language. Failure to achieve this goal would stop further promotion considerations. This sanction should be applied only to those officers expected to serve in language positions.

[Redacted] STATINTL

Alfonso Rodriguez  
Chairman  
Language Development Committee

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O & 1 - Adse.  
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2 - LLC/TR

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OTR/LLC [Redacted] kgf (14 Jan 74)

REWRITTEN: OTR/ARodriguez:kaj (17 Jan 74)

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SEP 1973

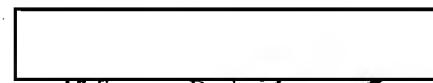
MEMORANDUM FOR: Deputy Director for Management and Services

SUBJECT : Transmittal of OTR Papers: (1) Management Training, (2) Community Training

REFERENCE : Memo to ADDS from DTR, dtd 14 May 73, subj: Office of Training: Tasks and Actions

1. The OTR Curriculum Council has reviewed the attached study on "Management Training" for Agency officers at initial, middle, and senior levels of supervisory and managerial responsibilities. The Council has endorsed the recommendations contained in the study. I would also point out that the outline of an Advanced Management Program as provided in Attachment E was approved by the Board of Visitors and the pilot offering of this program began on 4 September for the benefit of three carefully chosen officers from each of the four Directorates.

2. The Council also has reviewed the enclosed paper, "Community Training", and endorses its principal recommendation that existing OTR programs, designed essentially for Agency personnel, not be distorted for the benefit of the very few outsiders who could be accommodated. We do conduct, as you know, the Information Science Training Program on behalf of the Intelligence Community and I believe it is feasible to determine if there is need within the community for other types of training in common. To this end, I have already conferred once with the Director of the Foreign Service Institute, and intend to do the same with training directors in other agencies charged with intelligence responsibilities. I will keep you advised of the results.



STATINTL

Alfonso Rodriguez  
Director of Training

Att

28 June 1973

MEMORANDUM FOR: Director of Training

SUBJECT : Management Training

Introduction

1. In accordance with the oral instructions of the Director of Training, this paper assumes that the word "requirements" in the original statement refers to subject matter, not to numbers of persons to be trained. What is offered herein, then, is one notion of what occasionally has been called a "cradle-to-grave" management training program.
2. In most instances, no attention is paid herein to the distinction between "pre-assignment", or "threshold", training and training for incumbents of managerial positions.
3. As one way of testing the appropriateness of the suggested subject matter, a comparison is made with the offerings of the Civil Service Commission at supervisory, managerial, and executive levels. This is a purely arbitrary selection and is not intended to serve as a basis for invidious comparisons. Actually, some comfort can be drawn from the fact that Agency training, while not always as extensive as that offered by CSC, is not ten years behind by any stretch of the imagination.
4. Despite the general avoidance of the question of numbers of persons to be trained, it is somewhat instructive to note here that a quick survey of the training records of 63 of the Agency's middle managers at grades GS-13 to GS-15 revealed among other things, that 19, or 30%, apparently have had no management training whatsoever. (This may not be accurate, however, as the training records from which the information was taken go no further back than 1963.)

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Inasmuch as we have postulated a total middle manager population of about 700, by applying the 30% figure we can come up with the estimate that the minimum number to be trained at the middle management level only is around 210. The upper figure, of course, would depend upon the range of topics which are finally "certified", so to speak, as mandatory for all middle managers.

5. No attempt has been made to deal with the subject matter of the incredible number of courses, conferences, workshops, seminars, etc., conducted by consulting firms, universities, professional associations, and so on, aimed at supervisors, managers, executives, scientists, accountants, lawyers, educators, and so on ad infinitum. The only point to be made is that these external endeavors are available and, where they cover the same general subject matter that is covered in internal management courses, they probably are less relevant only to the extent that illustrative material is not Agency-oriented.

Requirements relative to the training of first-line supervisors

1. Assuming that the one-week Fundamentals of Supervision and Management is meeting at least minimum requirements (and we have no evidence to the contrary although we have yet to conduct a study on this point), those requirements seem to be Motivation, Problem-Solving and Decision-Making, Communications, Leadership, Delegation, Performance Appraisal, and Alcoholism, the latter subject quite likely being of less enduring significance than the others. In addition, the Managerial Grid Seminar (one week), as well as being the foundation stone for a highly structured Organization Development program (not used by the Agency) provides the student with some understanding of his personal managerial "style" and values; with an appreciation of some of the advantages and drawbacks of "open" communications; with an awareness of the value of the concept of critique as an adjunct to team action; and with a chance to specify the ways in which the actual work culture of the Agency falls short of an "ideal" culture. The study, "Managerial Grid Seminar Questionnaire", submitted on 20 April 1973 seems to indicate that those who have participated in a Grid Seminar believe that they have profited thereby; that the benefits are worth the cost, and that the Agency should continue to offer this training opportunity.

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- E. The Civil Service Commission, by way of comparison, suggests a considerably more elaborate program for the first-line supervisors. Four one week courses constitute, according to the "Catalog of Interagency Training Programs", a basis for "---- establishing management development programs for the first line supervisors". (Attachment A) Although obviously overlapping somewhat in content and not too clearly differentiated in terms of audience, these courses in the aggregate go further than we do in exposing the student to the more traditional, non-human relations aspects of the supervisory/managerial job. On the other hand, our emphasis on the interpersonal and group aspects of a supervisor's world, particularly as emphasized in the Grid, clearly exceeds what the CSC apparently considers necessary. The CSC also offers specialized units of varying duration aimed at providing first line supervisors with useful knowledge concerning the supervision of low-skilled employees, contract administration, personnel management, and counseling. The most obvious conclusion here is that one week does not suffice to cover all of the material of benefit to a first line supervisor.

Requirements relative to the training of middle managers

1. Sources of assistance insofar as the subject matter suitable for the Agency's program of study for middle managers is concerned have been plentiful. The "Report of the Management Task Force", dated 13 April 1973, summarizes data acquired from a questionnaire responded to by 250 middle managers in the Agency and from sixty-three interviews conducted by members of the Task Force. The accompanying Directorate reports are too voluminous to attach to this paper, but the subject matter suggested for inclusion in the "Advanced Management Program" is listed in Attachment B hereto. Separate suggestions have come from two Directorates through their representatives on the Training Board of Visitors and are summarized in Attachment C. Most recently, the Director of Personnel, an ex-officio member of the Board of Visitors, has offered his opinions in a memorandum to the Director of Training. Much of what he has to say, while of considerable help to us in attacking the problems attendant to course design, is not directly related to the question of specific content. Those topics which he does consider necessary additions to a proposal submitted earlier to the Board of Visitors by OTR are listed in Attachment D. Finally, in Attachment E is a compressed list of the Units and topics subsumed thereunder as submitted within the past week to the Board of Visitors (along with a prototype schedule, explanation of objectives, and suggestions concerning speakers and methods).

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2. The CSC, under the general heading of "Management Development" offers two one-week programs and a number of shorter courses. The "Middle Management Institute" emphasizes "---planning, controlling, organizing, staffing, communicating, directing, and decision-making. Other topics may be included to give current perspective or because of their particular topical interest." The program entitled "Management and Group Performance" focusses on "---an analysis of the managerial job; how supervisory and managerial jobs differ; how we manage and why we manage as we do; monitoring the managerial world; elements of successful negotiations with line and staff; managing conflict and inducing cooperation; and establishing, maintaining, and using communications." Among the shorter endeavors are those dealing with union organizing campaigns, equal employment opportunity, performance evaluation, staffing, position classification, employee development, supervision of low-skilled employees, and mathematics. Whatever finally emerges under the OTR banner as an "Advanced Management Program" undoubtedly will cover as much as, if not more than, the overall CSC program.

Requirements relative to the training of senior officers

1. The coverage of management-related topics in OTR's Senior Seminar appears to satisfy those who have been selected to attend that course. The content planned for the Senior Seminar was itemized in DTR-7434, dated 5 May 1973, in the following terms: "---principles of decision-making and policy-making; advanced applications of management science; up-dated principles of leadership and the implications of research into organizational behavior; and specific Agency problems." At present, the coverage includes all of this and more, as a perusal of the schedule will reveal. In particular, the first week of the course is devoted to a kind of human relations workshop emphasizing, according to the schedule, "---such management skill areas as negotiating, collaborating, listening, perceiving and communicating." In addition, this segment of the course introduces for discussion several typical Agency problems. The final week of the course deals with "---the ways we manage - the processes, systems, approaches, and procedures we use in conducting our business and accommodating to our environments." Agency and "outside" guest speakers join selected Seminar members in presenting views on the management of components, new directions in the Agency, contemporary problems affecting the conduct of business, and so on. Unfortunately, because of limitations on enrollment and the infrequent running of the course, it is unlikely that this endeavor alone can be viewed realistically as reducing effectively the

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potential clientele for senior level management training. Perhaps for this reason DTR-7484 went on to say that, "Additionally, it would seem appropriate to provide our most senior officers with a refresher on management concepts and to follow this with a conference ---geared to the specifics you wish to see emphasized in subsequent managerial behavior." (The "you" in the preceding quotation referred to Mr. Colby.) The "training" involved here quite clearly is not "threshold" training. As all of the foregoing is limited to internal training, a comment or two seems to be in order regarding external management training. A study entitled "Survey of Selected Management Training Courses", dated 13 December 1972, reported the reactions of 55 senior officers of the Agency to their training at certain external facilities. The questionnaire on which this study was based did not concern itself with the details of curricula. Nonetheless, it might be fair to conclude that the curriculum of a given external course is of considerably less significance to our senior officers than the organization conducting the training and the "bonus" values associated with attendance. As the study stated it, "----the courses are worthwhile, and, with few exceptions, these officers would recommend them to other senior officers. Looking back on their student days, they found the experience broadening, the change of pace beneficial, and the new contacts useful. They feel that the representational aspect was a direct benefit to the Agency."

2. The Civil Service Commission lists a number of courses, again of varying length, under the heading of "Executive Development" and, as might be expected, some of these are more narrowly focussed than others in terms of subject matter, audience, or both. Perhaps the most prestigious is the "Residential Program in Executive Education", usually referred to as the "Federal Executive Institute". Aimed at Grades GS-16 and above, the eight week session has as one of its goals the improvement of the career executive's knowledge of managerial processes. As the content of this activity changes from course to course to reflect up-to-the-minute priorities and concerns, it is hard to draw a meaningful comparison with our internal efforts and with the offerings of other external entities -- the National War College, for example. The Executive Seminar Centers at Berkeley, Oak Ridge, and King's Point offer a wide variety of courses, but although these efforts are listed under the heading of "Executive Development", they are designed, according to the CSC Catalog, "----to broaden conceptual understanding and to enhance the administrative abilities of mid-level executives." This

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- probably can be read as "threshold" training, particularly as the curriculum is aimed at GS-14 and GS-15 officers. Other courses offered, usually for GS-14 and above, emphasize planning and decision-making, management of scientific and engineering organizations, information theory, reporting systems, designing information systems, statistical science, and labor relations. As a final note here, the CSC has informed us that although the Commission has never conducted a Managerial Grid Seminar (the reason being that the CSC believes that Dr. Robert Blake advocates but a single managerial style for all occasions), this fall it will sponsor, for Grades GS-15 and above, a similar type of activity copyrighted by W. J. Reddin, a Canadian who advocates an approach based on what he calls a "Tri-Dimensional Grid".

Recommendations

The following recommendations are based on the conviction that, in the aggregate, the internal courses in existence or planned cover a very high proportion of the subject matter relevant to effective performance at supervisory, middle managerial, and executive levels. Bolstered by external training closely planned to meet the requirements of the individual in relation to his specific job, our internal training should be having the desired effect. If there are shortfalls in performance by the incumbents at various managerial levels, the Board of Visitors may have surfaced one of the basic reasons when it questioned the selection process in use. The Board very likely hit upon an additional causative when it opined that newly-trained officers might have difficulty putting the training to use if they return to a management environment which rejects the application of the new training.

1. Retain the present FSM as basic training for first line supervisors.
2. Proceed with the feedback program described in the Program Call as it relates to the FSM.
3. Organize a Task Force to do for the first line supervisory training what the Management Task Force did for middle management training.
4. Seek Board of Visitors guidance on programs for first line supervisors.

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5. Retain the concept of using the Managerial Grid at the first line supervisory level, but not as "threshold" training and not until the individual has put in about three years in the Agency.
6. Proceed with the development of the Advanced Management Program, accommodating wherever possible the desires of the Board of Visitors and the clientele.
7. Organize a Task Force to do for senior officer training what the Management Task Force did for middle management training.
8. Seek Board of Visitors guidance on programs for senior officers.

STATINTL

[REDACTED]  
Chief, Support School, OTR

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**CSC ONE-WEEK COURSES FOR FIRST LINE SUPERVISORS** ATTACHMENT A  
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	Introduction to Supervision	Basic Management Techniques I	Supervision & Group Performance	Basic Management Techniques II
Description	Designed to provide the new supervisor with a foundation in the principles and practices of supervising employees.	Will examine in considerable detail the management processes of planning, scheduling, organizing, and controlling.	Will introduce experienced supervisors to modern concepts of effective supervision, based on recent findings of social science research.	Designed to develop specific management skills and consider in detail the responsibilities of Federal service.
Objectives	For the employee who is about to or has recently made the transition to a first level supervisory position. Also of benefit to experienced first line supervisors who have not yet had formal training.	For first line supervisors.	For first line supervisors.	For supervisors, GS-11 through GS-15.
Topics	Personnel Management & the Supervisor Merit promotion Sociology of Work Employee-Management Cooperation Principles and Practice of Supervision Dynamic Leadership Processes of Problem-Solving Training for Results Health, Safety, and Accident Prevention Equal Employment Opportunity Improving Communication Self-Development	Responsibilities of Supervisors Planning Process Rationale of Organization Basic Departmentation Assignment of Work and Work Distribution Scheduling Process Principles of Direction Order Giving Process Simplified Critical Path Method Control Techniques Graphic Planning Devices Planning Personal Time	The Job Placement and Promotion Why People Behave as They Do Leadership Why Groups Act as They Do Analysis of a Work Situation Steps to Supporting and Remediying Steps to Major Change Orientation of New Workers Learning Performance Appraisal Discipline	Communication Problems and Techniques Program Planning and Budgeting Personnel Management Conference Leadership Interviewing Performance Evaluation Principles of Inductive Problem Solving and Decision Making

## ATTACHMENT B

## ADVANCED MANAGEMENT PROGRAM

TOPIC SUGGESTIONS  
TAKEN FROM DIRECTORATE REPORTS (TASK FORCE)

<u>DO</u>	<u>DS&amp;T</u>
Leadership	Planning & Problem-solving
Communications	Management Science
Planning & Problem-solving	Setting Agency Objectives
Management Science	Communication
Human Relations	Standards of Performance
Organization	Evaluating Performance
Budgeting	Career Management
Delegation	Decision-making
Handling People	Motivation
Counseling	Leadership
Sensitivity Training	Counseling
PPB	Drug Abuse
	Youth Problems
	Agency Policies and Practices

ATTACHMENT B  
Page 2

DM&S

Computer Applications

Measuring Results

Forecasting Techniques

Budgeting

Programming

Communication

Performance Standards

Career Management

Counseling

Delegation

DI

Career Management

Selecting Personnel

Leadership

Delegation

Communication

Motivation

Counseling

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ATTACHMENT C

ADVANCED MANAGEMENT PROGRAM

SUGGESTIONS FROM DIRECTORATES THROUGH BOARD OF VISITORS

1. Directorate of Intelligence

One week only, devoted to:

Motivation

Group Dynamics

Perception

Communication

MBO and Productivity

Management Science

2. Directorate of Science and Technology

While agreeing in general with the original proposal in terms of content, the S&T officers wished to emphasize the desirability of practical rather than theoretical or philosophical focus; a Unit approach, with each of six or so Units taking no longer than five days each--all to be taken over the period of a year or two; emphasis on Agency problems, and other matters pertaining more to program design than to topics.

ATTACHMENT D

ADVANCED MANAGEMENT PROGRAM

TOPIC SUGGESTIONS FROM THE DIRECTOR OF PERSONNEL

"In addition to topics listed in the proposed outline, consideration could be given to the following subjects. I realize some of these suggestions pertain to subjects that are referred to more generally in the proposed outline. In such instances, the topics are listed below in order to suggest a proposed thrust or concentration in presentation."

Changing Roles, Perceptions, and Accountabilities

Moving to and from a Field Station

Moving from a largely supervisory role (e.g., section) to a largely non-supervisory, managerial role (e.g., a division or branch)

Moving from a mid or senior case officer/analyst role to a managerial role (supervisory and non-supervisory)

What are the Main Problems I see as a Manager, or Potential Manager?

(Each attendee could develop a paper on this topic at the beginning of the Course for class discussion at the end.)

How can Feedback be Increased within an Office (kinds and methods)?

What are the Agency's main Objectives (guest speaker) and How does each Course Attendee's Work Tie in to Them (discussion)?

Does Improved Motivation Insure Improved Performance?

A discussion of interrelationship among behavior-rewards-performance is being developed for OP Skills Program in July, and it could be considered as an item for the Course.

What is MAG Doing and Thinking?

Agency Institutional Barriers (Causes and Solutions)

Agency Managerial Policies and Systems Not Covered in Other Topics (Recent).

E.G., new Training Approaches; APP; New Mobility and Key Assignment Processes; Program Trend Reporting.

Differing Agency Perspectives and Stereotypes

Younger and older professionals

Supervisors and subordinates

Headquarter and field personnel

Operational and support personnel

Line component managers and 7th floor managers

ATTACHMENT D  
Page 2

How to Handle Disciplinary Cases  
How to Function Effectively in Groups as a Representative of  
the Office  
How to Prepare a Program Call and Write Objectives and  
Action Plans  
How to Identify Employees with Managerial Potential

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ATTACHMENT E

ADVANCED MANAGEMENT PROGRAM

COMPRESSED LIST OF UNITS AND TOPICS SUBMITTED  
TO BOARD OF VISITORS DURING WEEK OF 25 JUNE

UNIT: AGENCY MANAGEMENT REQUIREMENTS

Managerial Role  
What Administrative Support the Manager Can Expect  
Regulations  
Alcoholism and Drugs  
EEO  
Maximizing the Contribution of Your Secretary

UNIT: BUDGETING

Preparation of Budgets  
Relationship to Programs

UNIT: MBO

Practice of MBO in the Agency  
Relationship to Government Requirements  
Productivity measurements

UNIT: CAREER DEVELOPMENT

Agency Policy and Procedures  
The Evaluative Process  
Managing the Program

UNIT: LEADERSHIP

Communications  
Effective Staff Meetings  
Handling the Special Employee  
Managing Change  
Using the Participative Approach  
Assessing Leadership Patterns

ATTACHMENT E

Page 2

UNIT: INTRODUCTION TO SYSTEMS ANALYSIS

Philosophy and Terminology  
Techniques  
Management Information Systems  
Agency Applications

UNIT: PROBLEM SOLVING AND DECISION MAKING

Kepner-Tregoe System  
Creativity and Innovation  
Calculating Risks  
Quantitative Approaches  
Agency Use of Computers

26 June 1973

MEMORANDUM FOR: Director of Training  
SUBJECT : Task #8, Community Training

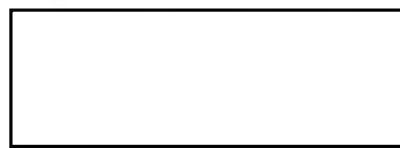
1. Task #8 requests "recommendations on OTR's role in Community training"—and although it assigns the action solely to the undersigned I have attempted to solicit opinions from others interested in and knowledgeable about the subject. In fact—it is a subject about which there are only opinions at this point. Considerable new ground will have to be broken —both in terms of policy decisions and in possible implementation of the policy if it provides a green light.

2. To my knowledge there is no Community training policy. There are certain programs in which officers of other agencies are welcome (such as State's "Intelligence and Foreign Policy" or DIS's "National Senior Intelligence Course" or CIA's ISTS programs) and there are certain special programs (such as CIA's JCS-DIA Orientation or DIS's Project Helpful), but there are no joint programs for the IC about the IC. It seems to me that this is the subject on which attention should be focused—that is, joint programs for the IC about the IC. To that end—I recommend that a USIB Training Committee be established—to be composed of the IC Directors of Training or their designated representatives. If the status of a USIB committee is considered to be too elevated then a training committee should still be established on a different level—possibly in association with the IC Staff.

3. A high-level training committee may decide what the role of each training component will be in IC training developments. Meanwhile—a few thoughts about OTR's possible role.

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- a. On balance it seems more sensible to retain CIA courses for CIA personnel rather than opening them up to IC personnel. The gains of opening up would not balance the limitations imposed. The IC subject should probably be given more air time in CIA programs, but this does not require IC students.
  - b. Certain new, short, punchy programs should be developed as joint programs —for IC officers—about the IC. Perhaps a one-week overall survey of the IC and its problems. Or—a "comparative analysis" course which could concentrate on the analysis and production problems of the various IC agencies (particularly since this is a much-discussed problem at this time).
  - c. Specialized courses now open to IC should be continued and further emphasized—ISTS courses—FSI area seminars, etc.
4. I have not been able to detect any significant pressure elsewhere for CIA to take the lead as the IC training center. Each agency has its own with its special interests and problems—such as OTR. In sum, the reasonable courses of action at this time appear to be:
- a. Establish a joint training committee for policy guidance.
  - b. Keep OTR programs essentially intact for CIA officers.
  - c. Develop one or two experimental joint IC programs.
  - d. Continue the "open-house" in special courses.



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<u>TASKS</u>	<u>SUMMARY OF ACTIONS TAKEN</u>	<u>CURRENT STATUS</u>
8. <u>Community Training</u>  ". . . recommendations on OTR's role in Community training..."	7 August 1973 - IC Staff study of Community training facilities. Draft report covering CIA facilities, completed by 18 September 1973.  IC Staff study of Community Training: underway  January/February - Evaluation of [redacted] for Intelligence Community HUMINT Training.	DTR training staff preparing a Basic Operations curriculum outline for review by a DoD working committee.  OTR has been asked by the COINS Project Management Office to plan and budget for a COINS Training Program in FY 1975.
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9.		

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29 March 1973

MEMORANDUM FOR: [redacted]

SUBJECT:

Off-Campus Academic Program

STATINTL

1. Since I talked to you on the phone yesterday, I've acquired some more information on the off-campus programs which you asked me to think about.

STATINTL

2. [redacted] who organized the program is on the staff and she, as our academic counsellor, keeps up a close contact with local universities. She attended a luncheon at American University yesterday and got reaffirmation that AU policy regarding off-campus courses requires they be open to all qualified Government employees and that some departments (e.g., Economics) won't allow classes where instructors have to receive clearances. George Washington University doesn't seem to be quite so sticky. They appear to be willing to let us run our own courses without advertising them as open to non-employees as long as we guarantee sixteen students per course. The Agency would then be liable by contract at \$63 per credit hour for \$3,024 worth of tuition for a 3 credit course for the minimum sixteen students. I mention this because in the past maintaining minimum enrollment was a problem. We started off in 1962 with 38 students in seven courses, hit the peak in 1963 with 256 taking 20 courses, and tailed off in the last semester, Spring 1970, to eight courses (one Economics and 7 ADP related) for 73 people (18 were Agency sponsored). Only American University was running courses when the program ended.

3. Off-campus training by GW and AU at about \$60 a credit hour is still a bargain compared to the \$30 charged on campus - plus the convenience of taking courses where you work. We will explore the possibility of setting up a program run by the University of Virginia's local regional center. They charge only \$24 per credit

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SUBJECT: Off-Campus Academic Program

hour for graduate courses. There are plenty of alternatives, no insurmountable obstacles, and this staff has the experience and know how to set up a first class program.

[Redacted]  
Chief, Instructional Support Staff  
Office of Training

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STATINT

9 May 1973

MEMORANDUM FOR: Deputy Director for Management and Services

THROUGH: Deputy Director of Training

SUBJECT: Off-Campus Academic Program

1. In 1962 an Off-Campus Program was arranged by OTR in order to offer employees the convenience of pursuing academic courses in Headquarters at reduced costs. Courses were offered by George Washington University and American University in accounting, economics, english, geography, history, political science, psychology, area studies, and later, automatic data processing. Courses were taught by CIA personnel qualified under University standards. The University syllabus was the basis for each course. In spite of attempts by OTR to determine Agency needs and to offer courses which would satisfy this need and strong endorsement by the Executive Director, enrollment dropped and the Agency was unable to meet minimum requirements set by the Universities. G. W.'s courses were discontinued after the Spring 1969 semester because of this low enrollment. In January 1970, A. U. imposed the "open up classes to all Government employees" edict. This presented security and logistical problems, and after a trial semester, the program was eliminated.

2. As a prelude to reestablishing an after-hours program, OTR has given consideration to all the local universities and in the past two weeks has had specific discussions with four of them. The ones eliminated from our planning - Georgetown, George Mason, Northern Virginia Community College, etc. either had too few evening courses, lacked the scope of courses we needed, or weren't interested in running courses away from their own campuses. Of the four we talked to, Maryland University is out because of a State regulation prohibiting programs outside Maryland. We have eliminated American

University because it insists on open classes and required we use its instructors. Some of A.U.'s departments which control courses wherever they are offered will not approve classes if the instructor has to be security cleared. A.U. poses too many difficulties compared to the others. George Washington University proposed a degree completion program, an Upward Mobility program, or individual courses which can be contracted for at group rates. This was a good proposal but superseded by that of the Northern Virginia Regional Center of the University of Virginia. We recommend an arrangement with the "Center" because of the comprehensive program offered, its low cost (\$24 per credit hour versus \$60 at G.W.), its flexibility and its dynamic director, Bill Lenier. We have worked with him before at both A.U. and G.W.

3. The Virginia Center requires an average of 22 enrollments per class. Our past experience indicates that it is unlikely we would get 22 people in any single graduate or undergraduate course on a voluntary basis. If, however, employees were strongly encouraged or directed to the class, were sponsored by the Agency, and certain obstacles overcome, the class probably would be fully subscribed. One obstacle which exists and will remain regarding undergraduate courses is the fact that 51% of the roughly 9,000 professionals in the Agency already have a B.A. degree (17% have masters degrees and over 3% have Ph.D.'s). Only about 28% have no degree. It is from this smaller group we would get students most interested in taking undergraduate courses. Another major obstacle is cover. On the assumption that about  of our employees are in a cover status, we restrict our potential student group even further. In August 1968, the DDS concurred in an Office of Security policy statement which limited courses in the off-campus program to overt personnel. Thus no one in a cover status could take a course for credit for his name could not be submitted to the University for inclusion in academic records.

25X1

4. A successful program could be run in coordination with the University of Virginia Center if we carefully selected the courses to run in Agency buildings, get top management's active support of the program, gave Agency sponsorship to at least three-fourths of the students, lifted some of the cover restrictions, and assigned at least one experienced administrator full time to get it off and running. We note that already some applications are coming in for part-time training in the fall term at various colleges and universities in the local area; many in ongoing degree programs. Some of these people we would

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I like to divert to a program beginning in September. Ruth [redacted] has done the preliminary work with the local universities and is capable of organizing a complete program.

STATINTL

STATINTL

[redacted]  
Chief, Instructional Support Staff  
Office of Training

Att

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THE UNIVERSITY OF VIRGINIA  
SCHOOL OF CONTINUING EDUCATION  
NORTHERN VIRGINIA REGIONAL CENTER  
FALLS CHURCH, VIRGINIA 22046  
TELEPHONE 532-5800

WILLIAM F. LANIER  
DIRECTOR

UNIVERSITY OF VIRGINIA

NORTHERN VIRGINIA REGIONAL CENTER

SCHOOL OF CONTINUING EDUCATION

400 N. Washington Street

FALLS CHURCH, VIRGINIA 22046

May 2, 1973

[redacted] Registrar  
Office of Training  
Central Intelligence Agency  
Washington, D. C. 20505

STATINTL

Dear [redacted]

STATINTL

Recently I had the pleasure of discussing your interest in on-site training and education programs with [redacted] of your staff.

STATINTL

The primary task assigned the Northern Virginia Regional Center of the University of Virginia (customarily known as the University Center) is to provide services in the functional area of higher education for individuals and organizations in Northern Virginia. The purpose of this letter is to summarize some of our resources in which I think you may be interested. I will appreciate, however, an early opportunity to visit your office with members of my staff to discuss more fully the services we can provide.

Credit and non-credit courses in general: We are prepared to conduct on-site at your facility any of the courses listed in our catalog (copy enclosed) for which you have adequate need and for which mutually acceptable instructors are available.

Arrangements can be made to conduct courses that are not in our catalog but are available through other Schools and Colleges of the University on the Grounds at Charlottesville. For example, advanced courses in Economics can be arranged in cooperation with the Department of Economics. Additionally, we have been markedly successful in getting new courses developed expeditiously to meet new needs not satisfied by courses already available.

Rates for credit courses are \$21.00 per semester-hour of credit for undergraduate courses and \$24.00 for graduate courses. There is no non-residence fee. There is a registration fee of \$5.00, but this covers all

Page 2

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Central Intelligence Agency  
Registrar

classes for which a student registers in the semester concerned.

Special programs and seminars: With local resources and/or in cooperation with other Schools and Colleges of the University, this Center can conduct special programs and seminars to meet specific requirements. Some examples of special programs conducted in the recent past are listed on pages 5, 8, 9, and 17 of the enclosed brochure on Continuing Education for Business and the Professions. Such special programs and seminars can be especially effective when integrated with the Manager Improvement and Executive Development programs fostered by FPM Chapter 410 (Appendix A) and Chapter 412. Prices for special programs are quite reasonable and are based upon accepted cost factors.

Upward Mobility Program: This program was initiated in the Federal Government by Executive Order 11478 and given impetus by FPM Letter No. 410-9. Implementing programs developed by several organizations with which we are familiar range from a large "Upward Mobility College" with approximately 1500 registrations in college classes by more than a thousand employees, to programs involving small groups of employees at lower grade levels selected for special training and promotion.

This Center has the capability to conduct the academic portion of programs of both types. This includes provision of testing services (when desired) to measure educational achievement levels of potential program participants; counseling services to assist and guide students toward educational and Agency objectives; and class scheduling, registration, and administration. Courses offered in Upward Mobility Programs are credit courses unless non-credit courses are specifically desired (e.g., non-credit refresher courses are sometimes needed).

Tuition rates and registration fees quoted above apply. Charges for testing and counseling services, when requirements exceed our normal capabilities, are priced at cost.

Professional improvement courses: By "professional" in this case I am referring primarily to the growing need for employee improvement in such basic areas as effective writing, technical and informational briefings, public speaking, conference leadership, reading skills, etc. We are prepared to offer credit courses or special non-credit courses (when required) to meet such needs. We also offer a variety of Certificate Programs to upgrade academic achievement levels in several areas (see Chapter III of the enclosed RECORD (catalog) and the brochure on Continuing Education for Business and the Professions). Each year we conduct special review

courses for architects and engineers to help them prepare for their professional accreditation examinations. While I doubt that you have need for these review courses, I mention them to illustrate the range and scope of services we can offer.

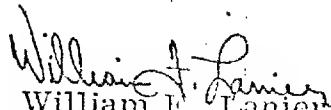
Enrollments: Our tuition rates require that we seek, as a general rule, a class average of 22 enrollments. This is a target average and not a requirement for each individual class. We recognize also that special considerations are involved in initiating new programs at new facilities.

Instructors: It is desirable that classes conducted on the premises of your Agency be taught by employees of the Agency when possible. Instructors must meet academic requirements of and be accredited by the University. It has been my observation, however, that a significant number of your employees can meet these requirements. In selecting instructors for specific classes, of course, your policies governing the academic instruction of employees by other employees will be observed. Instructors may also be obtained from the University faculty at Charlottesville, and from resources in the Washington area.

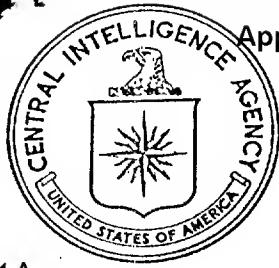
Compensation for adjunct instructors ranges from \$700.00 to \$1,100.00 per class per semester. At this Center, initial compensation is normally \$700.00 for applicants holding Masters degrees and \$800.00 if they hold terminal degrees. Starting salaries are of course negotiable, based upon experience, special tutorial capabilities, area and degree of specialization, and similar factors.

In conclusion, may I offer again to visit your office with members of my staff to discuss our resources in relation to your needs, at your convenience. This Center is an element of the State supported system for higher education, and I am particularly desirous that we provide services to meet your needs to the limit of our capabilities.

Sincerely,

  
William F. Lanier  
Director

WFL:bw  
Encls.



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(when filled in)

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# EMPLOYEE

## BULLETIN

25X1A

3 July 1973

### SURVEY OF INTEREST IN AFTER-HOURS PROGRAMS

1. The Office of Training is planning to offer various types of after-hours courses on Agency premises. Tentative arrangements have been made with the Northern Virginia Regional Center of the University of Virginia to offer undergraduate and graduate level courses for college credit. Credits could be applicable towards a degree from U. Va., transferable to one of the colleges in the Northern Virginia Consortium, or offered for transfer credit to any of the colleges in the Washington, D.C. area.

a. I am interested in enrolling in an after-hours course for academic credit to be conducted on Agency premises beginning with the fall 1973 semester. yes \_\_\_\_\_ no \_\_\_\_\_

b. I would attend only if sponsored by the Agency. \_\_\_\_\_

c. I would attend even if sponsorship were not available. \_\_\_\_\_

d. I am interested in:

1. Area Studies \_\_\_\_\_ 5. Information Science \_\_\_\_\_  
Specify area \_\_\_\_\_ 6. Mathematics \_\_\_\_\_

2. Computer Science \_\_\_\_\_ 7. Political Science \_\_\_\_\_

3. Economics \_\_\_\_\_ 8. Other \_\_\_\_\_

4. Foreign Affairs \_\_\_\_\_

e. I am interested in graduate \_\_\_\_\_ undergraduate \_\_\_\_\_ courses.

f. I am now enrolled in (course) \_\_\_\_\_

at \_\_\_\_\_ University. Agency sponsored \_\_\_\_\_; on my own \_\_\_\_\_; Undergraduate \_\_\_\_\_; Graduate \_\_\_\_\_; noncredit \_\_\_\_\_.

2. Noncredit courses may also be offered after-hours, either by a university or by Agency personnel. Some of the possibilities are listed below. Please add others which may be of interest to you.

a. Oral Communication \_\_\_\_\_

g. Area Studies \_\_\_\_\_

b. Briefing Skills \_\_\_\_\_

h. Basic Typing \_\_\_\_\_

c. Conference Leadership \_\_\_\_\_

i. Basic Shorthand \_\_\_\_\_

d. Written Communication \_\_\_\_\_

j. Accounting \_\_\_\_\_

e. Supervision \_\_\_\_\_

k. \_\_\_\_\_

f. Management \_\_\_\_\_

l. \_\_\_\_\_

CONFIDENTIAL  
(when filled in)

3. If an after-hours program is offered, the Office of Training may need qualified Agency instructors. For the college credit courses, an employee would file an application with the sponsoring university for certification and rating.

I would be interested in teaching (subject) \_\_\_\_\_.  
I have a \_\_\_\_\_ degree in \_\_\_\_\_ from \_\_\_\_\_.

4. I am interested in non-Agency correspondence courses or other types of independent study programs.

If yes, identify subjects \_\_\_\_\_.

5. If you have filled in any portion of the form please sign below. Fold with address showing, and mail as soon as possible.

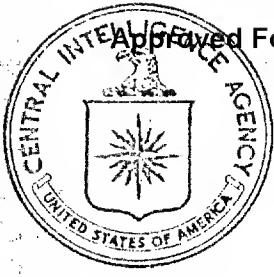
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# EMPLOYEE BULLETIN

STAT [redacted]

14 September 1973

## OFF-CAMPUS PROGRAM FOR THE 1973 FALL SEMESTER

1. The Agency will conduct an Off-Campus Program for the 1973 fall semester in cooperation with the Northern Virginia Regional Center of the University of Virginia. Included is a list of the courses which will be offered. Classes will be held in the Headquarters Building except for Information Science Courses which require the use of computers and will be held in the Chamber of Commerce Building. It should be noted that overt personnel only can be accommodated in this program.

2. The fall semester will begin the first week in October and will run for 16 weeks. Classes will be conducted on Tuesday, Wednesday, and Thursday evenings between the hours of 5:30 p.m. and 8:00 p.m. All courses qualify for academic credit and credit toward certificate and degree programs. Undergraduate courses are numbered 1 - 100; graduate courses 101 - 200. Additional courses will be offered for the second semester and will be announced in a subsequent bulletin.

3. Registration will be held on Wednesday, 26 September 1973 in Room G-A-13 Headquarters Building from 10:00 a.m. to 3:00 p.m. Grant Boyer, Assistant Director for Program Development at the University's Northern Virginia Regional Center, will be available for counseling during registration. Anyone desiring a course which is not listed, may consult with Mr. Boyer.

4. All tuition costs will be borne by the Agency since the courses offered are considered to be "career enhancing" and thus qualify for sponsorship under the Government Employees Training Act, as amended. However, employees who do not complete a course successfully, unless withdrawal was for the convenience of the Government, will be required to pay the tuition. Since costs will be funded by the Office of Training, employees taking courses should complete Form 136, Request for Training at Non-Agency Facility, and submit it to the Office of Training through their training officers. Further information on the program may be obtained by calling the Office of Training on extension [redacted]

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ENWR 1 EXPOSITORY WRITING (3)

Teaching students how to write clear and effective prose is the primary aim of this course. Instructors take advantage of small class size to give students the intellectual stimulation of studying significant subject matter in the atmosphere of a seminar.

GSCM 52 ORAL BUSINESS COMMUNICATION (3)

Principles of oral communication with special application to the needs of business and industry; analysis of basic communications problems; practice sessions.

GSCM 53 WRITTEN BUSINESS COMMUNICATION (3)

The principal problems of composition at the level of word, section, and whole compositions, review of various types and forms of organization used commonly in acceptable compositions; practice in logical and contextual analysis.

GSCM 54 TECHNICAL REPORT WRITING (3)

An introduction to human communication theory, and instruction in writing various types of technical reports. Includes methods of effective writing; analysis and discussion of sample papers; the form and substance of reports; and special problems in professional writing.

SPEE 12 GROUP DISCUSSION/CONFERENCE LEADERSHIP (3)

The principles of planning, coaction, and leadership in different kinds of groups with study of recent theories and participation in typical conferences and panels.

GSCM 1 INTRODUCTION TO FINANCIAL ACCOUNTING I (Elem Accounting) (3)

Instruction in the use of books of original entry; the handling of accounts; the preparation of annual statements; and in accounting principles and methods as applied by sole proprietors, partnerships, and corporations engaged in trading and in manufacturing.

ECON 1 PRINCIPLES OF ECONOMICS (3)

First semester of two-semester course covering the principles of economics and their bearing on present American conditions; structural and functional aspects of the economy. ECON 1 - 2 is a prerequisite for many courses. We expect to offer ECON 2 in the spring 74 semester.

GFIR 1

INTRODUCTION TO INTERNATIONAL POLITICS (3)

The geographic, demographic, economic, ideological, and other factors conditioning the policies of states.

GFCG 21

GOVERNMENT AND POLITICS OF THE USSR AND EASTERN EUROPE (3)

The political institutions of the Soviet Union and Eastern Europe with special emphasis on Marxist-Leninist ideology and the role of Communist parties.

GFCG 101

COMPARATIVE POLITICAL SYSTEMS I (3)

A comparative study of contemporary political systems, including some of the advanced democracies, totalitarian regimes, and emerging new nations.

GFCG 107

PROCESSES OF CHANGE AND THEIR GOVERNMENTAL CONSEQUENCES (3)

An introduction to the study of the future, with emphasis on major long-term processes of change and their consequences for the functioning of government, using in part the Kahn-Weiner framework of speculation looking to the year 2000.

GFCG 121

GOVERNMENT AND POLITICS OF THE U.S.S.R. (3)

The political institutions of the Soviet Union with special emphasis on party organization, administrative and economic problems, and the role of the secret police in Communist societies.

GFAG 61

INTRODUCTION TO PUBLIC ADMINISTRATION (3)

The role of public administration in contemporary government with emphasis upon administrative structure, and relations with the other branches of government.

GFAG 161

ADMINISTRATIVE PROCESSES (3)

General introduction to public administration, emphasizing the political and ecological influences upon it, the problems of internal organization and management, and the problems and methods of innovation and change.

GFCG 151

GOVERNMENT AND POLITICS OF CHINA (3)

The constitutional, political, and administrative development of China with special attention to comparison of the Nationalist and Communist regimes.

GFIR 141 FOREIGN POLICY OF THE UNITED STATES I (3)

The conditioning factors and characteristics of American foreign policy; how it is formulated; contemporary problems of content and execution.

GFIR 171 CHINA IN WORLD AFFAIRS (3)

The international relations of China; conditioning historical, political, economic, and social forces. The aims, strategy and tactics of Communist China's foreign policy.

GSDP 2 INTRODUCTION TO INFORMATION SYSTEMS (3)

An introduction to information systems, unit record equipment, unit record processing functions, the components of an electronic data processing system, and other basic information systems equipment; and a survey of the programming process.

GSDP 4 COMPUTER LOGIC AND PROGRAMMING TECHNIQUES (3)

Instruction in the nature of data for computer processing, basic computer concepts, data-file concepts, symbolic representation of programming logic, problem-solving techniques using flowcharts, decision tables, and the relationships between decision table logic and flow-charting logic.

COMM 61 INTRODUCTION TO MANAGEMENT (3)

An introduction to management surveying the entire management process and its related concepts and variables including the relationship of the business firm (and other complex organizations) to society, human behavior, and the integration of human and other resources.

CSDP 52 INTRODUCTION TO INFORMATION SYSTEMS FOR MANAGEMENT (3)

A general description of specific data processing systems and specific data processing applications.

GSCM 55 INTRODUCTION TO QUANTITATIVE METHODS 1  
(Intro to Probability and Statistics) (3)

An introduction to classical statistical analysis and methods of summarizing economic and business data and measuring magnitudes.

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